

~~CONFIDENTIAL~~

Executive Registry
28-2122

DDA Registry

File

*Training - 6*

DDA 78-2790/1

24 July 1978

MEMORANDUM FOR: Director of Central Intelligence

FROM:

John F. Blake

Deputy Director for Administration

*31 JUL 1978*

Stan:

1. Periodically I review student critiques of various courses in OTR so that I might try to keep abreast of student reaction.

2. The attached critique on the "Program on Creative Management" is one of the more incisive that I have seen and I thought I would share it with you. This particular program is one of our newer ones and we developed it in consultation and concert with the [REDACTED] in 25X1A [REDACTED]. That you might have a better insight into the critique, I have attached a listing of course objectives as well as the course schedule.

25X1A

*John F. Blake*  
John F. Blake

Atts

Distribution:

Orig - DCI  
1 - DDCI  
1 - ER  
1 - DTR  
1 - DDA

DOWNGRADE TO A-IUO  
UPON REMOVAL OF ATTS

~~CONFIDENTIAL~~

DD/A Registry

782790

27 June 1978

MEMORANDUM FOR: Executive Officer, OER

VIA : Director of Economic Research  
: Deputy Director of Economic Research  
: Chief, Developing Nations Division

SUBJECT : Critique of Program on Creative Management

1. Per your request, I have drawn together several impressions of the OTR creative management course, which I attended last week. The broad conclusion is that this is an excellent program for individuals at or just before the branch management level. I strongly recommend that we plan a schedule for regular attendance by some one OER candidate at each of the 5-6 runnings per year.

2. Managerial techniques. The formal review of managerial techniques and management models is solid and mercifully short in the Program on Creative Management. Course instructors seem to have a solid -- though not necessarily diverse -- understanding for the sorts of personnel management and problem-solving issues faced in components such as ours. Both the wide range of backgrounds and practical experiences of students and the frequent exercises assure that the theorizing is kept close to the real world. The most useful aspect of the management modeling is the emphasis on situational differences in style, a point of view from which anyone can benefit.

3. Communications skills. The course is structured in such a way as to place a premium on direct, effective communication among peers and between supervisors and supervised. I would hazard the guess that all OER personnel would reap considerable gain from the sorts of techniques that are presented and developed on giving employees useful criticism or praise. In addition, the group exercises sharpen planning and tasking skills.


~~CONFIDENTIAL~~

Approved For Release 2001/03/17 : CIA-RDP81-00142R000700090003-6

4. Personal Development. The most striking -- and perhaps risky -- exchanges in this program occur in the area of recognizing personal strengths and weaknesses. The course includes extended sessions of videotaping, group feedback on mannerisms and behavior patterns, and several hours of one-on-one counseling by clinical psychologists. There is the potential (realized in my case) for a considerable amount of self-discovery. While this is pure gold for those already assured of their self-worth, there is always the chance that the weak could become discouraged and thereby weaker. I think this course should be viewed as an excellent boost for those already on the right track in management development, but I would resist the temptation to substitute it for plain talk from our own management in those cases in which we felt that the manager was already in trouble. In the few cases in which we felt that remedial work was needed, we ought to try a combination of other courses and closer on-the-job guidance. Once the problem child was up to speed, this course could add further impetus.

5. Office selection procedures. A fine balance is necessary between catching supervisors at an early enough stage to assure they get off on the right foot and assuring that they have had enough branch management experience to understand what is being said. I would opt for sending strong GS-14s who have already substituted regularly for branch chiefs if all the other signs are good. I would not send branch chiefs who were only a few years from retirement, if for no other reason that that this course raises some very serious questions about previous management style.

6. General comments. This course should not be regarded as a reward or break for an otherwise overworked branch chief. I was not fatigued when I went to it but felt that the hours, pace, and content could be very draining to someone who was. It was most definitely not a spectator activity, and the blunt critiques could easily upset a trooper back from the lines.

  
Chief

Economic Development Branch  
Developing Nations Division

25X1A

~~CONFIDENTIAL~~

COURSE OBJECTIVES FOR THE PROGRAM  
ON CREATIVE MANAGEMENT

As a result of the Program on Creative Management the participant should:

1. Through the use of staff assessment and feedback and peer feedback develop insight into his own current behaviors, aptitudes, values and interpersonal style for dealing with varying situations.
2. Know the eight phases of the creative management process.
3. Be able to identify and use more appropriate decision-making styles.
4. Develop an understanding of more effective styles of management to be used in varying situations.
5. Be able to utilize group resources more effectively.
6. Have a greater appreciation and skill in giving and receiving performance feedback.
7. Develop skill in the area of creative problem solving.
8. Be better able to set, plan and implement goals.

STATEMENT OF PURPOSE FOR THE OTR/OMS  
PROGRAM ON CREATIVE MANAGEMENT

Basic Objective

To provide the Agency manager with information and experience which will enable him to increase his effectiveness in utilizing his own and others' resources in accomplishing the Agency's mission.

Research indicates that the process of improving human behavior is enhanced when the individual is provided three conditions:

1. Insight into and understanding of his own current behaviors, aptitudes, values and mechanisms for dealing with varying situations.
2. A knowledge of effective or sound (proven) ways of dealing with these situations (an appropriate model for behavior). This includes an understanding of and ability to evaluate the needs and motivations of others.
3. An opportunity, in a relatively low risk environment, to practice different (more effective) behaviors, coupled with feedback on these behaviors through personal (video-taped) and peer observation.

Through the use of individual assessment, theory based instruction and small group dynamics the Program on Creative Management provides the manager with these opportunities. Opportunities is a key word in this statement as each manager will realize more or less from his experience depending on individual need and motivation. Recognition that each individual has a unique set of capabilities, strengths and weaknesses is at the core of the Program. The Program builds on that fact to assist the manager in developing his ability to capitalize on his strengths and improve weaknesses.

Major aspects of the Program include examination and practice in the areas of:

1. Decision-making strategies
2. Creative problem solving

3. The leadership process
4. Applied creativity
5. The role of feedback in management
6. Goal-setting

This Program is part of OTR's long range effort to assist the manager and the Agency in realizing the maximum potential of its human resources by expanding the manager's capacity to more effectively deal with the broad spectrum of situations and experiences he is likely to encounter.

The Program is designed to be the initial phase in the learning process. Planned self-development based on information gained in the Program, coupled with on-the-job application of this learning is the ultimate objective.

PROGRAM ON CREATIVE MANAGEMENT

SCHEDULE

19-24 June 1978

STATINTL

Monday

1100-1130 Arrive, Check in [REDACTED] Room  
STATINTL Assignments

STATINTL

1130-1145 Introduction to [REDACTED] Security [REDACTED] Staff  
STATINTL Briefing for [REDACTED]  
STATINTL [REDACTED] and Introduction of Staff.

STATINTL

1145-1215 Program Introduction and Course  
Overview - This is a brief review  
of the concepts underlying the  
Program. Program objectives will be  
covered, and a short description of  
the week's activities.

1215-1315 Lunch

ASSESSMENT

For the remainder of this day,  
participants will interact in a series  
of situational tasks (Exercise I and II  
and Peer Interviews) and will receive one  
timed test. A second timed test will be  
administered on Monday morning. The  
situational tasks are designed to give  
the participants an opportunity  
to exhibit their skills in oral commun-  
ication, group influence, organization,  
interviewing skills, and others relevant  
to the task of management. These behaviors  
will be observed and evaluated by the staff,  
and be fed back to the individual participant  
on Thursday afternoon along with results of  
the timed tests and the questionnaires  
from the pre-course package.

1315-1345 Timed Testing

Psychological  
Services Staff

1345-1400 Peer Pairing/Assignment, Introduction  
to Exercise I

Psychological  
Services Staff


1400-1420 First Phase - Exercise I

1420-1430 Stretch Break




1430-1610 Second Phase - Exercise I

Psychological  
Services Staff

1610-1630 Break

1630-1645	Introduction to Exercise II	Psychological Services Staff
1645-1745	Exercise II	
1745-1900	Dinner	
1900-1915	Introduction to Interviews, Pair Assignments and Room Assignments	Psychological Services Staff
1915-2015	Interviews (Two Rounds)	
2015-2045	Summary/Write-up of Interviews	STATINTL
2045-2115	Summary/Wrap-up - This segment will cover a brief recap of the day's activities, the concept behind the assessment process, and give the participants an opportunity to ask questions about the day's activities.	

Tuesday

0730-0830	Breakfast	STATINTL
0830-0845	Recap of the first day	
0845-0915	Timed Test - Final Exercise of the Assessment Portion	Psychological Services Staff STATINTL
0915-1030	Eight Phases of Leadership - This segment presents a model of the creative leadership process. Divided into eight phases, this model outlines how to set goals, solve problems, and accomplish objectives.	
1030-1045	Break	
1045-1200	Planning and Implementing Exercise - A specifically designed exercise focuses on the eight phases model. It emphasizes avoiding the myth of assumed constraints in planning and organizing to solve a problem. This exercise reinforces the usefulness of the eight phases in accomplishing tasks.	
1200-1300	Lunch	
1300-1315	Introduction to Decision Making in Groups - In this and following sections, participants will learn how to apply a practical decision making model.	
1315-1415	 New Truck Role Play - Participants will be divided into small groups and assigned a problem to solve using one of five decision making styles.	
1415-1430	Summary/Wrap-up - Participants will reconvene as a group to discuss their experiences in the preceding problem solving situations.	
1430-1445	Break	

STATINTL

STATINTL

1445-1630 Discussion of Decision Making Model -  
A lecture and discussion of a  
theoretical framework for under-  
standing the five main decision  
making styles of management.  
Exercises that follow will reinforce  
this understanding.

1630-1645 Break

1645-1745 Discussion of Cases - Participants  
will be divided into small groups  
and assigned cases to be analyzed.  
They will select an appropriate style  
using the decision making model  
presented in the preceding lecture.



1745-1900 Dinner

1900-1945 Review Case Discussion and Use of  
Charts - Group discussion of the  
decision making model based on the  
small groups' determination of the  
decision making style appropriate  
for the information contained in  
the case.


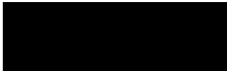

1945-2030 Feedback on Individual and Group  
Performance - A discussion of the  
leadership styles exhibited in  
pre-work cases. Students will be  
given feedback of the style they  
suggested for each situation along  
with information on the suggested  
styles and responses of the group.

2030-2045 Wrap-up, Diaries, and Set for Next  
Day - This segment is designed to  
give the participants an opportunity  
to ask questions regarding the day's  
activities and content of the  
presentations. It will introduce  
the first evaluation diary which  
should be completed by the next  
morning. A similar exercise will  
be conducted each night of the course.

Wednesday

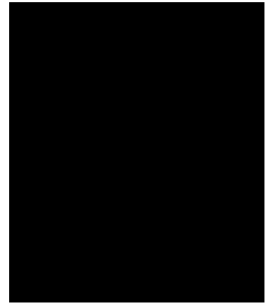
0730-0830	Breakfast	STATINTL
0830-0845	Diary Post and Review - A brief review of the previous day's evaluations from diaries and a chance to clear-up any unanswered questions. Each morning, during the remainder of the Program, will begin with a similar exercise.	 STATINTL
0845-0930	Overview and Ohio State Study - A survey of leadership research will highlight the Ohio State Leadership Study which identified two major clusters of leadership behaviors. The research forms the underpinnings of situational leadership and underscores the basis for adapting effective leadership behavior to the demands of a particular situation.	
0930-0945	Break	
0945-1000	Situational Leadership Questionnaire This questionnaire is used to assess the participants' intuitive grasp of situational leadership and to introduce the factors that determine which style to select.	
1000-1100	Hersey-Blanchard Model - An examination of the theoretical construct of the model adds another dimension to the Ohio State factors. It helps participants learn the four basic leadership styles and the behaviors associated with them.	
1100-1200	Situational Management Simulator Further elaboration of Hersey-Blanchard's theory is provided by this fast-paced game. This full-participation exercise gives participants in small groups a chance to compete in diagnosing the causes of a	

management problem, then choosing  
a strategy for handling the problem.

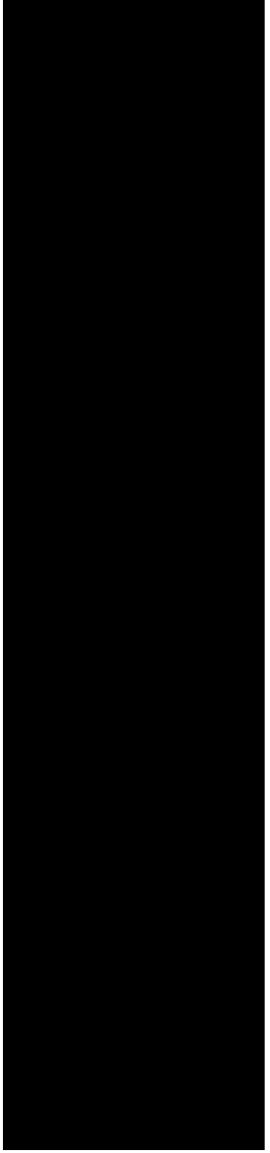
1200-1300	Lunch	STATINTL
1300-1400	Bill Smith Case - Teams will analyze the case and assess the demands of the particular situation in terms of Bill Smith, his superior, and his subordinates. It presents a realistic view of leadership in an organization. It will illustrate how the use of the Hersey-Blanchard Model aids in an accurate diagnosis of a situation and increases the like- lihood of selecting a leadership style which helps get the job done and provides social support.	
1400-1415	Break	STATINTL
1415-1515	Leadership Effectiveness - This segment gives participants a chance to solidify their under- standing of the Situational Leader- ship Model. They will perform a self-evaluation of a particular on-the-job situation to gain insight into their basic leadership style and back-up style as evidenced by their specific behavior in that situation.	 STATINTL
1515-1615	Score Situational Leadership Questionnaire - With scoring of the Situational Leadership Questionnaire is the culmination of the Leadership Styles presen- tation. The participants will score their Situational Leadership Questionnaires and identify their dominant leadership styles, back-up style(s), range of styles, and their leadership effectiveness.	
1615-1630	Break	

STATINTL

1630-1730	Model for Small Groups - Participants will have an opportunity to establish a framework for processing interpersonal data on the basis of self-disclosure and feedback.
1730-1900	Dinner
1900-2030	Group Exercise - Lost at Sea - Provides group with the opportunity to use and observe task and maintenance functions in a problem-solving situation.



Thursday

0730-0830	Breakfast	STATINTL
0830-0845	Diary Post and Review	
0845-1000	Review Videotape of Group Exercise (Lost at Sea) - A chance to live part of your life over . . . to observe your- self as others see you, and to observe how the leadership functions of task and maintenance may be dis- tributed in a decision making group.	
1000-1015	Break	
1015-1045	Group Member Role Feedback - Brief discussion of completed role nomination form highlighting task and maintenance roles played by group members.	
1045-1115	Questions for Feedback Exercise - Provides participants with the chance to help group members to consider changing behavior. To communicate information about how a person's behavior may effect others.	
1115-1200	Discussion of Quiz #3 and #4 - Provides "raw" data for discussion of leadership behaviors in small group problem-solving situations.	
1200-1300	Lunch	
1300-1315	Introduction and Overview to Applied Creativity - This segment of the Program is designed to illustrate the behaviors that reduce the creative potential of individuals and groups. It teaches tested methods for overcoming the restraints to creativity and for expanding the number of solutions to problems.	

STATINTL

1315-1400      Presentation of First Funnel - Using the analogy of a funnel, participants learn the intra- and inter-personal constraints which limit creative potential. Through examples and demonstrations, participants become aware of how they defeat their own creative problem-solving potential.

1400-1410      Stretch Break

1410-1455      Presentation on the Second Funnel - The participants are taught how to take a problem and look at it in new ways. Continuing the analogy of the funnel, they learn techniques for inverting the funnel, i.e., for taking the untapped creative potential and expanding it.

1455-1505      Presentation of the Third Funnel - The participants are asked to consider the limitations their environment imposes upon the creative solutions which are generated by their group. In terms of the funnel analogy, the participants are asked to return the funnel to its original position and to reduce the many solutions generated to those which offer the greatest prospect for success in their work world.

1505-1540      Film - "Why Man Creates" - From a societal perspective, this film addresses and reinforces many of the techniques and principles introduced during the discussion of applied creativity.

1540-1600      Break



1600-1630      Elephants and Giraffes - Creative problem-solving involves all part of the individual but relies much upon those parts which are infrequently utilized or deeply buried. Research shows that the child within

us houses a great deal of untapped talent and potential. This light childlike game is designed to make the participants more comfortable with themselves and each other.

STATINTL

1630-1700	Demonstration - The techniques which have been learned throughout the day are brought together in an actual creative problem-solving exercise.
1700-1900	Dinner
1900-2000	Problem-Solving Sessions - Participants are ready to creatively solve some of the problems they face on the job. Two small group sessions are conducted and feedback is provided by an instructor. At this point in the Program, the participants are capable of producing creative useful solutions to real problems.
2000-2030	Film - "Buddism, Man and Nature"
2030-2100	Wrap-up and Review

Friday

0730-0830	Breakfast	STATINTL
0830-0845	Diary Post and Review	
0845-1000	Use of Feedback in Creative Leadership - Feedback, the process of sharing perceptions and information, is an important part of changing behavior. The session focuses on the principles of giving and receiving feedback which will be helpful and useful to the recipient.	
1000-1015	Break	
1015-1100	Handling Emotions and Feelings - Feedback usually includes (affects) feelings as well as thoughts. Emphasis in this session will be on the skills available to deal with people who are in a highly emotional state.	
1100-1130	Split Groups for Feedback - Having received information on how to give and receive feedback, the group will be divided into two groups - one group of six will receive staff feedback after lunch - the other will practice giving feedback to one of their fellow participants.	
1130-1230	Lunch	
1230-1530	Group I - Staff Feedback - information from precourse materials and the first day behavioral assessments will be fed back to half the course participants.	Psychological Services Staff
	Group II - Peer Feedback Triads - The other half of the group will be split into two groups of three each to role play the feedback they will give to the individual they have observed during the week. A staff member will observe to provide counseling on technique.	STATINTL 

1530-1600 Break

1600-1900 Group II - Staff Feedback Psychological  
Services Staff

Group I - Peer Feedback Triads -  
The two groups are reversed.  
Those who received staff feedback at 1230 now practice giving peer feedback in triads, and the other half of the group receives staff feedback.

1900-2000 Peer Feedback - The participants are  
given one hour to provide their  
peer observees feedback.

2000 Dinner - [REDACTED] STATINTL

Saturday

0730-0815 Breakfast STATINTL

0815-0830 Diary Post and Review

0830-0930 Videotape replay of LGD I -  
Participants will have an opportunity to review their individual and group performance in one of the situational exercises from the first day of assessment. It will be viewed with the purpose of clarifying assessor evaluations and providing information relevant to the individual's goal setting exercise.

STATINTL

0930-1030 Presentation on Goals - This segment is designed to assist participants in understanding the utility of planning and goal setting. It highlights the importance of factoring into this personal and organizational goal setting individual values, aspirations, abilities, and interests.

1030-1045 Break

STATINTL

1045-1200 Goal Setting - During the week, the participants have had an opportunity to work on the first three phases of the creative management process of self-directed personal development, assessment, formulation, and transformation. At this point in the Program, individuals will be given the task of using the week's activities to work on the next two phases - Goal Setting and Planning and Organizing. They will establish meaningful goals in planned, structured, and measurable terms.

1200-1300 Lunch

STATINTL

1300-1430

Group Work on Projects -  
Participants will break-up  
into groups of four to work  
through with each other the goals  
they have established. Group  
members will assist each other in  
clarifying, outlining, and sorting  
through constraints which might  
be blocks to achieving their  
individual goals. Each individual  
should identify one other partici-  
pant who will be their contact  
after the course for counseling  
on goal attainment.

STATINTL

1430-1500

Final Day Wrap-up, Final Evalu-  
ation. During this final  
discussion, the week will be  
reviewed briefly. Also touched  
on will be points to consider  
when back in the work environment  
in terms of implementing changes  
desired based on learning  
received in the course. A final  
evaluation diary will be administered  
which will cover the entire Program.

1500

Depart

STATINTL